

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter contains conclusions and suggestions from this research. The conclusions are drawn from the findings and discussions of the research. Furthermore, the suggestions are formulated for English teachers and further researchers.

#### **5.1 Conclusions**

As explained earlier, the main purpose of this study was to examine which strategy was more effective between contextual redefinition and word list in helping EFL learners' reading comprehension. Moreover, this study also aimed to elicit students' responses toward the use of contextual redefinition and word list as pre-reading strategy during reading activity.

After analyzing the whole data, it can be concluded that contextual redefinition is more effective in helping the students' reading comprehension. Furthermore, the findings from questionnaire and interview revealed that the students gave positive responses toward the implementation of contextual redefinition as pre-reading strategy in their reading activity.

From the analysis of interview data, there are some advantages which related to the use of both strategies. In terms of contextual redefinition, the advantages are enriching students' new vocabularies, introducing words that are essential to understanding the reading, and assisting students to become independent readers. The strategy also helps the readers in stimulating their language schema to help them comprehend what the text is about. After that, the most important thing of

the use contextual redefinition is in creating students' interest in the words to be studied. Therefore, they are interested in following reading activity.

In addition, using contextual redefinition in deriving new words is regarded as more enjoyable and challenging strategy by the students. They feel it is challenging because it is like a guessing game. Another important thing in using contextual redefinition is making student retain the vocabulary longer. Then, the vocabulary will be kept in working memory as background knowledge that are essential for building reader's interpretation of the text. The last, contextual redefinition helps students to decode the difficult term that are encountered in the text.

Despite the advantages of using contextual redefinition, the disadvantage of this strategy was also found. The students tend to make a haphazard guessing from the word that is covered by context clue. Hence, the words selected that used in a sentence should be noticed; 95% of words provided should be familiar to the students because the students will feel difficult to guess the unknown word if they think the sentence provided are also difficult.

With regard to the use of word list as pre-reading strategy, the advantages are also found. The advantages are the activity in word list as pre-reading strategy is easier to be followed, so it makes the students easier to gain the vocabularies that will be encountered in the text. In addition, word list strategy makes the students feel easier to retain the learned words because similar to the use of contextual redefinition, the word will be kept in the working memory to help the students connect to the background knowledge.

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Meanwhile, the disadvantage of this strategy was believed to be boring and stressful way of enhancing new vocabularies. It is believed that looking up a word which has multiple meaning in the dictionary can make the learners become frustrated.

To sum up, the major pedagogical implication to be drawn from this study is that the students need to activate their background knowledge about the topic before they begin to read. The background knowledge can help students to interpret what the text is about, so the students can comprehend the text easily (Tierney et al., 1985). Moreover, on the basis of the findings, it is recommended that teachers should benefit from a variety of pre-reading strategies, and one of the alternative pre-reading strategies to activate the background knowledge in reading comprehension is contextual redefinition.

## **5.2 Suggestions**

On the basis of inference from the findings and discussions that have been drawn earlier, the suggestions which are addressed to the teacher and further researcher need to be made. In pre-reading activity by using contextual redefinition, teacher should notice and pay attention to the word selected in the context clue, so that the students will be easier to guess what the meaning of unfamiliar word is. It is much better to provide synonyms, comparison/contrast, and definition when writing a sentence to help the students infer the meaning of unknown words. Meanwhile in pre-reading activity by using word list, the teacher

should guide the students in using dictionary, so that the students do not confuse to find suitable meaning from the L2.

Furthermore, there are suggestions to further researcher when conducting the research by using contextual redefinition and word list in helping students' reading comprehension. First, the future researcher should explore all aspect of reading and use different text to know which text is better for the use of contextual redefinition and word list as pre-reading strategy. Second, in the next study should conduct in a larger sample or to other level of sample. Hence, it can be proved that the effectiveness of the use contextual redefinition as pre-reading strategy is valid and reliable to be used in any students' level.